DOCUMENT RESUME

ED 039 880 JC 700 160

TITLE [Selected Aspects of the Junior College Union Center.]
PUB DATE [69]
NOTE 43p.; Papers presented at the Special Summer Course for Two-Year Colleges, sponsored by the Department of University Student Unions, University of Minnesota, Minneapolis, Minnesota, 1969

EDRS PRICE EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS *Cocurricular Activities, *Junior Colleges, School Community Relationship, *Student College Relationship, Student Experience, *Student Leadership, Student Organizations, Student Participation, *Student Unions

ABSTRACT

This collection of seven individual but related papers provides a variety of perspectives from which to view the union center. The roles of the union according to several authorities are initially considered. Two approaches to the integration of the union into the college and community environment are discussed, with examples cited from experiences at El Centro College, California, and the Duluth campus of the University of Minnesota. An outline of program and personnel responsibilities of the union director follows, combined with suggestions of an institution's responsibility to the activity staff. Both past and future adjustments in organizing student government, and student government's relationship to the student union at a state school of science are presented, followed by a description of the nature and development of a student union program for 2-year colleges (including charts of four organizational models). The final paper reviews student union operations at Western Washington State College, and specifically reports on success in the use of student managers, residence halls for summer conferences, and dining facilities for pre-game meals and public relations. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED039880

[Selected Aspects of the Junior College Union Center]

Papers presented at the Special Summer Course
for Two-Year Colleges
Sponsored by the Department of University Student Unions
University of Minnesota
Minneapolis, Minnesota
1969

JC 700 160

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 01 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

1969 Special Summer Course
for Two-Year Colleges
University of Minnesota

THE ROLE OF THE COLLEGE UNION/CENTER AND ACTIVITIES IN THE TWO-YEAR COLLEGE

Antecedents:

The following statement was unanimously adapted by the Association of College Unions-International general membership in 1956:

"1. The union is the community center of the college, for all the members of the college family--students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.

"2. As the 'living room' or the 'hearthstone' of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.

"3. The union is part of the educational program of the college. "As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in a democratic society.

"Through its various boards, committees, and staff, it provides a cultural, social and recreational program, aiming to make free time activity a cooperative factor with study in education.

"In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

"4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college."

Porter Butts, Editor of Publications, Association of College Unions-International, reprinted the following additional statements of union purposes, drawn from union constitutions and other sources, in Planning and Operating College Union Buildings:

1. "To provide a common life and a cultivated social program for the students, faculty, and alumni of the university."

2. "To serve as an informal education medium for supplementing the academic education of students and, insofar as possible, for relating the academic and non-academic factors of education--that the student's total training and experience may be well-rounded and complete."

3. "To carry out the meaning implied by the word 'union' or 'community center' by centralizing, integrating, and democratizing university community effort and activity."

4. "To contribute to the student's education for self-government and civic responsibility."

5. "To give students the opportunity through cooperative effort and self-government (in determining union operating and program policies), to affect many of the costs of going to college."

6. "To gather into a true society the teacher and student."

7. "To make the large university a more human place."

8. "To create an instrument for the illumination and enhancement of personal and social living."

9. "To provide a living room which converts the university from a 'house' of learning into a 'home' of learning."

10. "To help students formulate intelligent and practical programs of action in carrying forward the task of creating a better society."

The 1968-70 Catalog issued by the two year college to be explored in the building program problem later in the week declares: "The activities program has been planned and developed to foster mental and social development, increase cultural appreciation, and promote both recreation and physical fitness.

Group Tasks:

The statements above attempt to represent a philasophic base for developing and sustaining activities and union/center programs. They are, in many cases, biased by the time, place or conditions of the writing. It is assumed that none of them accurately relect your groups consensus as to the purposes of a union/center and activities program relevant to todays student in a two year college.

Your task is to arrive at that consensus and write a statement that effectively communicates it.

The task is set forth in order that group processes might be employed to explore and define purposes that underlie decisions and plans for activities, programs, facilities, and services.

During this week, the shared understanding of purpose will be especially necessary to the problem of developing a union/center program for a selected two year college. It is also hoped that the statements arrived at by your group will continue to inform you, individually, as well as others working with activities and unions/centers two year colleges.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 0 9 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

1969 Special Summer Course
for Two-Year Colleges
University of Minnesota

UNIONS AND COMMUNITY COLLEGES

Jane Gentry Smith

It has been the custom for those of us in the junior college and community college field, to complain that we have unique problems and concerns which justify special attention. Yet when called upon to identify these problems we are sometimes hard pressed to justify our anxiety in the face of similar problems encountered by other small colleges or other inner city colleges; consequently we frequently flounder around sounding vague and disgruntled, rather like a small child who feels the need for special attention because his older brother has just had a birthday.

It seems to me, however, that we have failed to tie down one rather distinguishing characteristic of the community college which may be responsible for certain aspects of our malaise. If we look somewhat closely at it, it may offer a key to dealing with our discomfort in a positive way.

As a matter of common knowledge, it has been accepted that there is a strong trend toward integration with the overall institution which pervades the atmosphere of the community college. This is one of the essential characteristics of its being, its organization, its purpose, and its philosophy. In our enthusiasm for the idealistically desirable aspects of this integration, it is easy to overlook the fact that the trend might have some serious drawbacks which are inherent to it. These drawbacks need to be dealt with analytically and realistically in order to realize the positive benefits offered by the plan.

As a result of practical observation, I am also aware, although I would have difficulty in substantiating my intuitive knowledge, that the individual

unit, whatever it may be, sometimes suffers a decided loss of identity and individual effectiveness when integrated with a larger or less clearly defined unit.

An illustration of this tendency is the classic case of the College Union Program Board, which may operate with extreme effectiveness as an entity; demonstrate considerable esprit de corps, pursue both long and short range goals with dedication and purpose, and demonstrate loyalty and responsibility for the school. When relegated to a position in a larger unit integrated for the purpose of contributing more effectively to student government, the unit seems to lose its drive and motivation, descends to petty bickering and protests against authority, spends a great deal of time spouting vague altruistic philosophies, and is capable of accomplishing very little. Just as an individual reacts negatively to the loss of self-esteem when no longer identified with a small, cohesive unit where he can experience a sense of wholeness, so does the organization.

The same principle can be observed at work in the relationship of the community college Union and the community. In cases where the Union can be observed by the community as a separate, effective entity, as it is in many larger colleges and universities which follow the classic pattern of an imposing student union building with a program which bears its name, planned and executed by a professional staff and a student group which sees itself as the bearer of a proud tradition, the Union operates as an effective agency in the mind of the community. This is particularly true when the facilties and programs of the Union are made available to the community for its benefit and enjoyment. In this case, the Union is seen by the community as a contributing factor in the life of the community and, as a result, it serves, in addition

to its other functions, as an extremely useful public relations vehicle for the college or university.

In cases where the Union is closely integrated with the entire operation of the college, facilities may tend to be seen as simply a play room for the kids, and the positive values of the program may blend with the overall picture presented by the college to the community. In such a case, there are dangers for all concerned in the loss of identity and responsibility. We must be concerned lest the Union become an instrument which does not live up to its potential as a responsive, innovative force in the community.

It is imperative to be aware of the need for searching out other approaches to programs which can avoid some of the problems I have noted while still incorporating the benefits of the integrated approach. I have been tremendously excited this year by the potential shown by a few of our programs which give some indication that they may fill the need for identity with the program and the institution while pursuing a forceful and dynamic interaction with the community. They were initiated without this purpose in mind, but their success has brought into focus some of the factors I have been discussing.

We began at El Centro College, quite innocently enough, by introducing a student leadership program. As a total program, it was not unusual. It provided for various kinds of exposures to knowledge about group dynamics and interaction for students who, it was hoped, would be able to utilize their knowledge in contributing, through greater effectiveness in groups and organizations, to the overall excellence of the college atmosphere. The program was administered by the student activities staff, and where it took off into orbit, we have never been quite sure.

The first real indication we had that something was going on occurred on the day we returned to campus after our first faculty-student communication lab.

That day my telephone rang incessantly with congratulations and questions about the program. No other thing we had done during the brief history of our student center program had elicited such interest. Of course, we felt that the process must have begun before this program, with the first involvement of students in similar sensitivity programs, but suddenly we were made aware that there was intense interest, throughout the entire organization, in what was being done.

I think I can say sincerely that rarely would such a group of faculty and administrators have subjected themselves so openly to such an experiment, and in few cases would they have responded with such enthusiasm. This is a tribute, I think, to the success of the Junior College Movement, that it draws to it such open and questing individuals.

At any rate, our pilot program in student-faculty communications was followed several months later by a program for a group of forty-eight faculty and administrative members. Plans are now being made for the involvement of the entire faculty in laboratory programs which, it is hoped, will be effective in moving the organization toward a dynamic, open atmosphere where change and innovation can take place, and where all members of the organization feel identified with it and with its educational purpose in the community.

Our student leadership program has developed in direct relationship with the support and recognition it has received, of course, and we have felt many administrative benefits as a result of this support. The results in staff optimism and goodwill are noticeable in themselves, and the budget has reflected a decidedly healthier look. Most important, we feel that we are reaping some positive benefits in terms of greater involvement from students who suffer from the alienation of the inner-city environment.

Another interesting and rewarding aspect of our experiment, however, has been our own staff involvement in the development of programs which touch the

lives and aspirations of many other segments of the community existence. Emotionally, and occasionally as resource persons, we have been caught up in planning for the acquisition of a large grant from a foundation of our city which is supporting the creation of a model program using sensitivity training to initiate skills programs for the failure oriented individuals of the ghetto culture. The attempt to build a realistic, but positive, self-image, thus changing attitudes of failure, has become a hopeful prerequisite for educational endeavor along these lines in our thinking.

Recognizing that many different segments of our educational effort have been directed toward the same objectives and have used many of the same methods, with slightly differing techniques and instrumentation, members of the staff and faculty have met together in an attempt to discern what aspects of our training in different fields are related. We have tried to come up with some kind of basic objectives for such training, whether it be "leadership" training for unemployed, or group counseling classes for ineffective students.

At this time, our positive, demonstrable accomplishments have been few and hard-won. More important, however, is our feeling that we, as college union staff members, are doing things that we want to have an affective relationship with the outside community. In a vague and theoretical sense, we see our efforts as a model. To our continuing surprise, our Dean of Students does not agree that the model is vague and encourages us in our belief. If the programs which we have developed can be moved into the outside community and serve experimentally to improve techniques in achieving the educational goals of the community, then our program has served as an effective model for the community.

The implications for the community college union in seeking community outlets for its programs have yet to be fully explored, as do the implications of the effect of relationships of the union program and the community on the

curriculum of the college. The motivation for further pursuit lies in our conviction of the positive relationship between the program of the union and the educational goals of the community. It is our conviction that the integration of the union program with the goals of the college can be a positive factor in the development of this relationship.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 09 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

1969 Special Summer Course
for Two-Year Colleges
University of Minnesota

EFFECTIVE INTEGRATION OF THE COLLEGE UNION/CENTER ORGANIZATION AND PROGRAM INTO THE TOTAL CAMPUS

Edwin O. Siggelkow
Director of Coffman Memorial Union
University of Minnesota

These remarks begin by asserting that the college union is an organization first and foremost. It exists as a union of the people who make up the college: students, to be sure, but faculty, administrative staff, alumni and, where the college is committed to effective relations with its surrounding community, community persons as well. This is the importance of the word union which the word center fails utterly to convey.

The organization, union if you will, exists to further the common interests and to serve the common needs of the college community. A college union/center building is important to the fulfillment of these purposes, especially the needs as reflected in food services, lounges, special activity spaces, etc.; but it is entirely possible to have a college union organization without a single physical structure called the union or center.

Student government, faculty government and administrative groups exist to serve common interests and needs also, but seldom do these effectively do more than consult one another. Also, each tends to specialize: student governments, at least in four-year institutions, are increasingly legislative-political bodies, who have less and less concern with basic student welfare-service functions. Faculty councils and senates are taken up with educational policy. Administrative groups are taken up with budgets, plant development and maintenance--and responding to student and faculty demands!

There is currently a lot of talk and a fair number of actions designed to bring at least these three elements of our colleges and universities into more effective joint partnership. I would hope we all approve of this movement.

The first union building in the United States was Houston Hall at the University of Pennsylvania, constructed in 1896. The Houston Club was organized December 17, 1895, a year before the building opened. Its handbook said this: "The object of this club shall be to draw together students, officers and alumni of all Departments of the University in a wholesome social life, and to provide for them suitable amusements and recreations." The governing board, chartered by the Trustees, included faculty, students and alumni.

The Coffman Memorial Union, a merger of the Women's Union, founded in 1908, and the Men's Union, founded in 1915, has been governed by a board of students and faculty since its beginning in 1940.

I cite these only to emphasize that college unions have an early and persistent pattern of joint enterprise, community government, and as such a union organization to plan and conduct programs is worthy of consideration even on those campuses well along in a community government development. As a prelude to the construction of a union/center building it is essential.

I will not deal with the integration of the union/center building into the total campus. That is a whole topic in itself. Neither will I deal in detail with the various modes of integrating the union/center organization into the campus organizational structure, except to recognize that various campuses have done it in various ways. There will be following sessions to deal with both of these topics.

As with the union/center building, which must be, to be successful, designed organically to serve its unique campus, the union organization must also be incorporated into the living organism known as the college. A fundamental question for all campuses is the matter of centralization vs. decentralization and mixtures of the same.

I know that some two-year colleges are very old, that some are very large, and that some are even residential in character. I shall speak, however, to what I assume is the most common situation for two-year colleges: relatively new, relatively small, and essentially devoted to serving a commuter population.

Should you now be blessed with an all-college governing structure, composed of students, faculty and administrative staff, the development of a union organization would naturally flow from that body as the source of its being and the body to which it is most immediately responsible. It could be in this case simply a committee of the community governing body, charged with responsibility to develop and conduct programs, to develop plans for a building to serve the daily needs of the campus community, and to formulate policies for the use of the facilities.

If your college is a loose confederation of interests like most others, student government, the general range of student organizations and clubs, various faculty committees, the administration, and the alumni organization are among those which will have to be drawn into discussions about the value of a union organization as a vehicle for marrying the interests of each to the end that a more comprehensive and valuable program will be afforded to the total campus. Specifically, prior to a union organization, program or building, each campus will have already developed aspects of the union's potential role in various ways: The college food service may be operating snack and/or vending services in various quarters on campus; student government may be running all-college social events; the physical education department will have some kinds of recreational programs; a faculty committee, with or without students, may be determining the campus convocation or lecture program; the music department will have a music program; the art department may well operate a gallery program and a host of student clubs may sponsor the rock dances open to the student body.

There are lots of toes to be stepped upon and enemies to be made if the idea of a union organization isn't introduced with care and its role developed with full sensitivity to existing agencies.

A union can and commonly does program in all the areas suggested above. It can, however, confine itself to a role which is complementary to others who retain responsibility for the conduct of established programs and it can thus seek only to fill voids and to inititate new creative programs.

Assuming again that the idea of a union organization stems from a widely shared recognition that a new building is required to serve the out-of-class activity needs of students, or for a variety of reasons such as the expanded and group food services for economy of operation, conflicts in the multiple-use of existing spaces have developed and new, better designed areas are required (for example, the gymnasium which has served physical education classes, inter-collegiate sports, major dances, large pop concerts, lectures and films) or the need for wholly new facilities to broaden the cultural offerings of the college (the art department, for example, may need the space they have devoted to a gallery for studio space, or students may feel it important to have exhibits less parochial than college student-faculty shows). Even more basically, the college community members may have articulated the need for a facility which draws the community together and affords increased opportunities for dialogue among and between all members.

If a student-faculty social committee and/or a convocations/lecture committee exist, they may easily be absorbed nearly intact into the union organization. Student government may gladly give up some of its student services and welfare functions and transfer these to the new union organization. The art and music departments may welcome the transfer of their staff and budget demands to the union in return for an advisory role in the planning of programs of concern to them. There are natural and desirable functions and responsibilities which the union can assume with the full support and cooperation of agencies previously involved.

A relatively new and small two-year college will gain marked economies and desirable structural integration by marrying the adminstration of student activities with the union. This can also effect a better relationship of the student personnel staff who are assigned responsibility for student activities, to academic departments, student government and student life generally. It will insure that the union develops in a sound relationship to other existing departments and student groups. It will aid the union organization to see itself within the total panorama of the college. It should reduce the tendency for the union organization to take over what can as well be left in the hands of others, and to more fully develop its supportive role in enabling others to "do their thing" better.

Many union organizations begin as a single board structure seeking to determine operational and use policies while also developing programs. Usually, to retain the active participation of the non-student members of the board, it becomes desirable to have an overall governing or policy board, composed of students, faculty, administrative staff and alumni, and an essentially student board or council for program development. The former will meet monthly or less often, the latter weekly. The program council will concern itself with the nitty-gritty of program planning, the policy board will review and approve general program plans and budgets.

Some unions function as a part of student government, some with the chairman of the union organization serving as a vice president of the student governing body. The idea is not without some merits but it does tend to cast the union as a students' organization and the building as a students' building and, from my view, it seriously erodes the idea of a union of community interests. It is important, however, to provide explicit links. This can be accomplished by including the student body president on the policy board and the union's student president on the Executive Committee of student government.

It is important not to make the union building operation a concern only of the administration. To be effective, the policy board must have total purview of the union building's total operations and responsibility for immediate and long-range planning. It is this which builds a truly responsible and responsive union.

It is highly desirable to form the union organization early so that the planning for a building engages representatives of the campus community and to insure that the final building reflects the experience and tested ideas of the organization to be responsible for its effective operation. Programming can be started and many potentially good ideas can be tried out in existing facilities. This may lead to a recognition that many campus facilities need not be duplicated in the union building and establishes the idea that the union organization should not trap itself programmatically to the physical structure it will govern.

Let me end by telling a little bit of my 12 year experience as Coordinator of Student Activities and Director of the Kirby Student Center on the Duluth Campus of the University of Minnesota. In 1956, when the Center opened, the enrollment was about 2000 students. I advised student government and had responsibility for the supervision and coordination of the whole gamut of organized student life. I was Secretary of the Kirby Student Center Policy Committee. The President of the Student Association sat on the Policy Committee of the Center and the Student Center President sat on the Student Association Executive Committee. The pre-building planning began as a Student Center commission of student government but it was separated a year before the building opened. Student government had a social affairs commission which they dissolved; they also allocated the $500 budget for that area to the Student Center organization.

The Art Department ran a gallery program but saw the Center as a place to exhibit various exhibits not in keeping with their gallery program. The Curator helped us to get a six-month loan of Guggenheim Museum paintings of 20th Century masterpieces and a year-long loan of a huge mural by Robert Motherwell. We assisted the gallery in financing the framing and glazing of student prints for a rental program and in return had free loans from their collection for display in public areas. We hosted the annual student art show for 10 years, before the gallery got new quarters, and the Student Center sponsored $100-150 purchase prizes each year for outstanding student work.

As Secretary to the Convocations and Lectures Committee, a faculty committee including student members, I was able to get that committee to fund the fine arts film program sponsored by the Student Center and to fund lecture programs for student government and the Student Center. They also guaranteed early ventures into pop concerts sponsored by student government and the Student Center. This committee also bought a trouperette spotlight and motion picture projectors used by the Student Center for a range of programs and to service other clubs and departments.

The Student Center sponsored a few major, all-school dances, but left the week-in, week-out rock dances to other student groups, taking as its responsibility the fair allocation of available dates.

I tell these few things only to suggest that in my experience, you people, as staff persons assigned responsibility for student activities, are in an enviable position to assist the effective development of a well integrated plan for a college union, which maximizes resources and insures a full articulation of personnel, finances, events and services to make a more human institution of your colleges. Most of you are able to escape the mistakes of older institutions and to thus achieve a significant level of community organization.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 09 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

1969 Special Summer Course
for Two-Year Colleges
University of Minnesota

"STAFFING THE UNION/CENTER AND ACTIVITIES PROGRAM"
by Lyle Lapray, Director of College Activities
Mt. Hood, Community College, Oregon

In a free democratic society such as ours, the search for leadership is a never-ending challenge. With technology as competent as it is, we are faced with perplexing problems. Technology creates wonderful modern opportunities, but tends to strip from man the pressure to be involved and gives a false sense of a lack of a need for human involvement, hence relieving man somewhat of the drive to be a leader. Man is filled with complacency, content to let the machine--or "the other guy"--do the job. This complacency has so filled our society that the need for leaders is critical in all areas--industry, government, labor and our professions. The man with new and fresh ideas--the man who is willing to be involved and not take a back seat to the computer--is always in demand, and, too often, too much is demanded of him. Certainly if there is any place in the world to which we should be able to turn to find the man with the ideas, one willing to be involved, it is in our colleges. Particularly, the community college should be endowed with an abundance of such men--here where the primary criteria for employment is student interest and concern. In our ranks we have the kind of people who can answer the leadership need of the masses. They are educated people capable of analyzing and resolving complex problems and in so doing safeguard private rights and protect public interest. In our midst are those capable of putting old values and new theories to tests of study, inquiry, and debate, and herein are planted the seeds for social change and the foundations for conservatism.

If these statements are true, and I am convinced they are, then our task of staffing a college center with contracted and volunteer leaders becomes not by any means an impossible or formidable task, but rather an interesting and exciting responsibility.

While involved in this responsibility or when we are about to embark upon the interesting voyage, there are several major items we need to keep in the foreground:

1. What is the role or responsibility of the leader in the center program?

2. What is our responsibility personally during and after the selection of leaders?

3. What is the responsibility of the institution, center, or organization?

I maintain that in an activity program the major responsibilities of a leader, i.e. staff member, can be succinctly stated in three areas:

1. Custodial

2. Growth and continuity

3. Program

The custodial responsibilities are not always pushing a broom and swinging a mop, but they may be and sometimes have to be. More often in this society the

custodial responsibilities run along the line of making room arrangements, transportation, costumes, decorations, making community contacts and wielding influence. These can as often be enjoyable tasks as they are mundane.

Although one may impulsively relegate the responsibility of growth and continuity to the students themselves, it is evident that the leader who shows enthusiasm and becomes ego involved is the leader which attracts constant followers--and also ones who stay on and on. If our programming staff merely follow the punches of the immediate situation, each program runs a high risk of mortality every year. Whereas mortality in and of itself is not always bad, if a whole new program has to get "off the launching pad" each year, much time is wasted and student interests are frustrated.

Program responsibility is likewise of prime importance for staff consideration. In my estimation, a real leader will look at the activities program with the following points in mind:

1. That each phase of the program compliment classroom instruction and provide outlet for experimentation of learned discipline;

2. That social interaction where peer group exchange of ideas occurs be a consideration for each program;

3. That students be involved in activities that will prepare them for constant profitable use of their leisure time;

4. That all phases of the program are geared toward the encouragement of better standards and values and that <u>building</u> be emphasized rather than <u>destruction</u>;

5. That through programming, students are encouraged to make responsible contribution to community affairs.

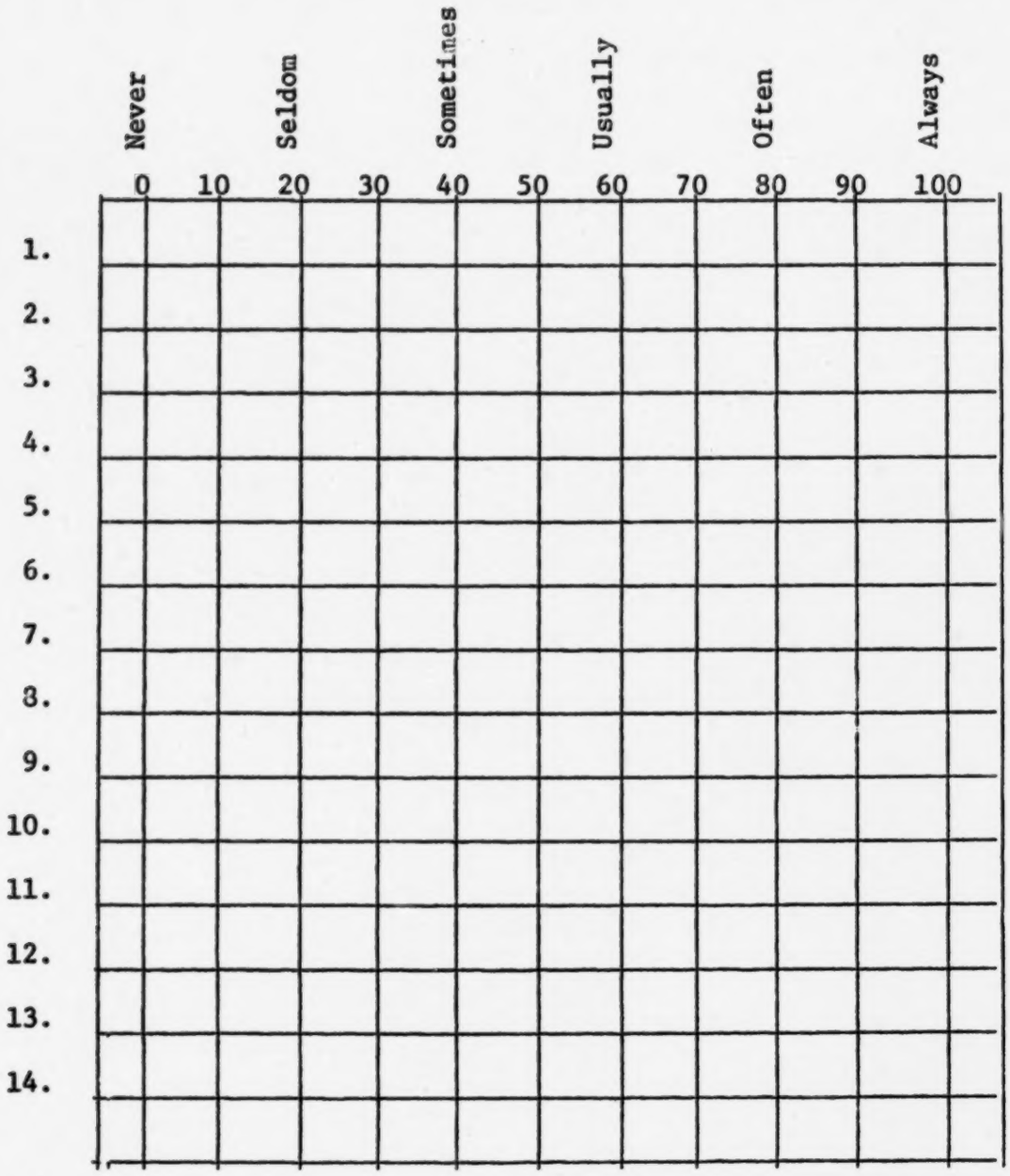
When we seek leaders for staff positions, i.e. club advisors, council advisors, assistants, game or recreation advisors, secretaries, etc., these responsibilities should be communicated, and the new staff appointee should make a personal commitment to these functions. This should be done in a personal interview between the new leader and the responsible administrator, Dean of Student Affairs or Director of Activities.

I think most of us have grown up with the idea that only full-time faculty members either have the right or the responsibility to be involved as a leader in activity programming. I suggest that on the community college campus there are many others who are anxious to make these commitments. Custodians, secretaries, part-time instructors, and community persons not employed by the college often make significant contributions to a strong activities program.

Staffing an activity program, however, is not complete when the leader has been chosen and a personal commitment made. Much still rests on the administrator in his dealings with his staff members in order that they will be able to live up to their personal commitments. I believe the following adapted chart is applicable to each of us, and we would benefit by making a check on it every month or so:

HOW DO I MEASURE UP AS A PROGRAM DIRECTOR?

1. I praise the good in my staff and do not belittle them.
2. I demonstrate an unhostile sense of humor.
3. I am willing to sacrifice my own ego to save face for staff members.
4. I am thoughtful before speaking, so as not to do a staff member injury.
5. I am patient with my staff's failings, and am slow to be moved to anger or displeasure.
6. I respect everyone on the staff.
7. I seek to lift my staff to a higher plateau of success than I might achieve.
8. I do not brag to my staff of my personal recognitions and abilities.
9. I bear in mind and express appreciation for staff performances.
10. I abide gladly the decisions and policies of those in authority over me.
11. I am willing to learn from anyone who may have something good to offer. I guard against the opinion that I know enough.
12. I seek counsel and constructive criticism from my staff.
13. I aspire toward personal development and ability to contribute.
14. I build a personal relationship and take special interest in the life of each staff member.



Evaluate yourself with a dot on the profile next to each item. Then draw a line connecting the dots.

It has been said that after a man has been given a degree of power, he often uses it unjustly over others. Yet, I think, it is difficult for each of us to see ourselves realistically and to determine whether or not we use our authority in an unjust manner to rule over our given domain. In 1348--reflecting a society which embraced a philosophy of authoritarianism--the following set of rules were posted in a North Carolina school:

1.	Boys and girls playing together	4 lashes
2.	Quarreling at school	4 lashes
3.	Playing cards at school	10 lashes
4.	Telling lies	7 lashes
5.	Swearing at school	8 lashes
6.	For misbehaving to girls	10 lashes
7.	For drinking liquor at school	8 lashes
8.	For wearing long fingernails	2 lashes
9.	For blotting your copybook	2 lashes
10.	For breaking your slate	6 lashes
11.	For wrestling at school	4 lashes
12.	For not bowing to the teacher when leaving	3 lashes
13.	For not saying "Yes sir" or "No sir"	2 lashes
14.	For not washing before using school books	4 lashes
15.	For playing about the mill stream	6 lashes

We smile at this philosophy and think we have come miles since then. However, I think we are often guilty of handling our staffs in a similar philosophical manner. We too easily ferret out tongue lashings and undesirable duties in order to "teach him better," "get back at him" or for some reason inflict punishment. When this occurs, staffing does become a problem, because all volunteers will never return to finish their assignment, and paid staff will soon discover that dollar bills are only a part of building a happy life. If we must criticize, let it not be criticism of an individual, but criticism of certain behavior--as undesirable behavior no matter who has done it. When such need arises, it would be expedient to catch the problem early and take immediate action while taking no personal offense. People are not categories or types, they are individuals and deserve individual consideration.

With this consideration of the administrator's responsibility, the staffing concern is not complete. We still need to consider the basic role of the institution or the organization. Across the country, there seem to be three positions institutions are taking:

1. Activities are a part of each faculty member's contract; therefore, he will be assigned to a given number of activities.

2. Although each faculty member is under contractual agreement to spend time in activities, what our program demands is considerable dedication, therefore, whoever becomes an activity staff person will be given a teaching load reduction.

3. In today's society, no one can be expected to contribute hours of his time without compensation; therefore, we will establish a compensation scale and pay activity staff according to their responsibilities.

Whether or not any of these plans can work is questionable and, of course, is up to the particular situation at each school. There appears to be drawbacks to each method. Method number one has tried to operate for many years and is dying a slow, but definite, death. Some reasons for its death are probably suggested within the statements of the other two methods. The second method becomes difficult to administer when some of the activity staff are custodians, secretaries, part-timers or community people. This method also becomes problematic when the Dean of Academic Affairs tries to justify district salary for teachers on a release-time basis for activities. The third method tends to be more practical; however, it too presents its problems. Which are the activities that can be compensated and what scale, if any, of compensation should be used.

Possibly the only solution to this institutional matter is a combination of plans carefully worked out with the individuals on each staff. The fact that a difficult situation exists does not remove the area of concern of the institution for the activities program staff members.

This treatment today has perhaps made a detailed and involved presentation of what on the surface appeared simple and uninvolved. It has been based on my perception of the total concern and partly upon my acceptance of John S. Mills' doctrine called "Philosophical Necessity:"

> Given the motives which are present to an individual's mind, and given likewise the character and disposition of the individual, the manner in which he will act might be unerringly inferred; that if we knew the person thoroughly, and knew all the inducements which are acting upon him, we could fortell his conduct with as much certainty as we can predict any physical event.
>
> John S. Mill, "Free Will, Man, and History"

BIBLIOGRAPHY

Cohen, Mitchell and Hale, Dennis. The New Student Left. (Beacon Press, Boston 1966.
Guetzkow, H. (ed). Groups, Leadership, and Men. (Carnegie Press, Pittsburgh) 1951.
Kerriston, Kenneth. The Uncommitted. (Harcourt, Brace & World, Inc. New York) 1965.
Klopf, G. College Student Government. (Harper, New York) 1960.
Newcomb, Theodore M. and Wilson, Everett K., (eds). College Peer Groups. (Adline Publishing Co.) 1966.
Sill, Sterling W. Leadership. (Bookcraft, Inc. Salt Lake City, Utah) 1959.
Smith, G. Kerry. "In Search of Leaders." Current Issues in Higher Education. (AAHE) 1967.
Smith, G. Kerry (ed.). "Pressures and Priorities in Higher Education," Current Issues in Higher Education. (AHE: Washington, D.C.) 1965.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 09 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

1969 Special Summer Course
for Two-Year Colleges
University of Minnesota

THE RELATIONSHIP OF STUDENT GOVERNMENT AND THE STUDENT UNION

on the

CAMPUS OF THE STATE SCHOOL OF SCIENCE

by Gordon Gunness

Our campus is in a period of transition relative to the organization of Student Government and its relationship to the Union. Hopefully discussing some of the adjustments we have made, and more that will take place, will help you in setting up the proper "organization" for your campus.

Just briefly a summary of our past, to better understand the "why" of some actions taken:

1. We are the second oldest public supported Junior College in the U.S.

2. We are really four colleges in one comprehensive unit.

   a. Arts, Sciences, and Pre-professional Division (commonly called the Junior College) (600)
   b. Business Division (600)
   c. Technical Division (600)
   d. Trade Division (1000)

The wide range of interests of our students are beneficial in daily interaction, but does cause more difficulty in setting up the mechanics of getting equal representation on boards.

3. The student governing body, The Student Cabinet, has been in existence a long time.

4. One Student Cabinet advisor has been on campus since 1942.

5. Our original Student Center was opened in 1961, and this past winter an $800,000 split level addition was added to our operation.

6. We have a separate Lyceum Series on campus.

7. In 1966-67 discussions were held, trying to establish a Student Center Board.

8. In 1967-68 the Student Cabinet formed the College Center Informal Activities Committee. (See A) (Limited scope of activities to four walls of the center.)

9. In 1968-69 the Student Cabinet changed its policy and called this committee the College Informal Activities Committee. (See B)

We are working on a revision of the Student Body Constitution now.

Within this framework we set up the following committees at the center:

1. Social Committee

2. Film Committee

3. Art Committee

4. Publicity

5. We have one more committee, an elite (high G. P. A. and good looking), selected group of young ladies who are called "Wildcat Kittens." They are part of the Student Center operations and act as the Hospitality Committee all over the campus.

These committee chairmen meet bi-monthly, but the separate committees meet as often as required.

Funds for programming come from a budget submitted to the Student Cabinet who get $1.25 per student per quarter of the Student Activity fee. Up to the present time this has been our only source of funds because all profits from the operation of the building have been pledged to pay off the bonds. It appears this will be relaxed some, so more funds will be available for programs in the center.

COLLEGE CENTER INFORMAL ACTIVITIES COMMITTEE

1. Vice-president of Student Cabinet is chairman of this committee.

2. Social chairman is an ex-officio member of this committee, and will serve as chairman of this committee in absence of the vice-president.

3. The committee will decide on the band they want for all of the events they are responsible for, but the social chairman will do the hiring and contracting. A contract must be submitted by bands before hiring.

4. This committee will be in charge of all of the all-school informal dances and parties, excluding homecoming, mardi gras, the formal dances and other functions as specified by the Cabinet.

5. Any member of, or an entire committee, that is not functioning as the Cabinet sees fit may be removed by the Cabinet.

6. Six members of this committee will be chosen from the student body at large by their turning in an application to the Student Cabinet, and the Student Cabinet will choose the committee members from these applications. In case of a vacancy in this committee, the Cabinet will ask for more applications.

7. The committee can select help from the student body at large as they see fit, but the committee is still, and is always, responsible to the Student Cabinet.

8. Membership will consist of three first-year students, of whom at least one is a woman, and three second-year students, of whom at least one is a woman.

9. The applicants must have at least a 2.0 average and plan to attend SSS for the regular school term.

10. A budget for all the events for which this committee is responsible must be submitted to the Cabinet before every quarter, and this budget must be itemized per party or event.

11. The manager of the Student Center will represent the School Administration at all meetings to insure effective and efficient operation and it is the manager's responsibility to see that the Center always operates within the accepted Administration Policy of the North Dakota State School of Science.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 09 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

COLLEGE INFORMAL ACTIVITIES COMMITTEE

I. A party and dance committee shall be set up by the Student Cabinet. It shall be composed of nine members, selected by the Student Cabinet as follows:

1. The social chairman of the Student Cabinet shall be the chairman of the committee and the vice-president of the Student Cabinet shall be a member.
2. The manager of the Student Center shall be an ex-officio member.
3. Six students shall be chosen by the Student Cabinet on the basis of written applications submitted by any qualified student. Three of these six students shall be first-year students, one of whom shall be a woman student; the remaining three shall be second-year students, one of whom shall be a woman student.

In case of a vacancy the Student Cabinet shall ask for applications and will select a replacement.

II. Applications must be from students who plan to attend SSS for the regular school term and applicants must have a strong C (2.0) average for committee membership.

III. The vice-president of the Student Cabinet will serve as chairman of this committee in the absence of the social chairman of the Student Cabinet.

IV. The College Informal Activities Committee will be in charge of all all-college informal dances and parties, excluding: Homecoming, Mardi Gras, all formals, and any other functions as specified by the Student Cabinet.

A schedule of events for each quarter must be submitted to the Student Cabinet well in advance along with an itemized request for funds.

This committee may appoint any student or student group to assist them in implementing the social program by serving as chairman or committee member of an event. (It is desirable to involve as many students as possible to carry out college activities.)

This committee is primarily a party and dance committee. Any other activities this committee might wish to undertake must first be approved by the Student Cabinet.

V. It is expected that the members of this committee will have the welfare of the entire student body in mind when planning events.

Any committee member, as well as the entire committee, who fails to function within this framework, who has interests which appear to be detrimental to the best interests of the student body, or if not discharging his duty as the Student Cabinet sees fit, will be removed. The Student Cabinet will remove a member or the committee by a majority vote of the Cabinet membership.

The above policy pertains to this committee only and is part of the general policy of the Student Cabinet. It is intended to clarify and regulate the duties of the committee named thereon.

1969 Special Summer Course
for Two-Year Colleges
University of Minnesota

THREE MODELS FOR UNION/CENTER ORGANIZATION IN THE TWO-YEAR COLLEGE

Patrick M. Newman
Director of Student Activities
Lorain County Community College

I am going to try in this session to do something I know is virtually impossible: describe both philosophically and organizationally the Two-Year Student Activities/Union program and how to develop it.

I am optimistic because I feel that an insight or two of mine acquired over a period of two years of trial and error might save you from a like situation or offer solace through projective identification.

In developing this topic I have attempted to deal with some of the philosophy and objectives underlying the two year collegiate student activities/union program, to list some of the values to be derived from the two year collegiate student activities/union program, to offer some organizational models for the two year collegiate student activities/union program, to suggest a sequence for development of the two year collegiate student activities/union program, to offer an outline for development of the two year collegiate student activities/union program, and most importantly to stress the opportunities in the two-year collegiate student activities/union program for helping students identify and develop their real potential.

I feel an obligation to make a few comments about organizational charts. As you well know, organizational charts are expressions of line-staff and other relationships established to efficiently dispatch the functions of a given organization. As such, they are no better than the basic considerations underlying their design. I contend that many of the headaches experienced by two-year colleges are the direct result of insufficient thought preceeding the preparation of functional definitions and organizational charts regarding many programs, but noteably, at least for this session, the student activities/union program.

Many two year colleges seem to begin activities programs without understanding what they are trying to develop and why they are trying to develop it. Instead they immediately consider how the area should be organized. Such an oversight builds problems not programs.

The best start I can imagine is to unequivocally recognize the student activities/union program as an integral part of the educational offerings of the collegiate institution.

I consider this initial step vitally important because it automatically provides some guides regarding those functions to be served and in addition helps to identify the order of priorities

regarding such variables as staff, facilities, finances, responsibilities, authority, etc.

After a thorough review of the philosophy and objectives of a specific collegiate institution and recognition of the functions which a student activities/union program will serve in meeting this philosophy and these objectives, the new college is ready to plan and to organize. I might caution that the soul-searching suggested above may take many months.

It seems to me that in planning, the college must consider both immediate and long range goals which are within its scope. Like the institution itself, the student activities program has to be built. Wishing will not make it so; however, consciously intelligent planning and consistent attention and commitment by a dedicated professional staff will best guarantee the possibility of success.

Having progressed at considerable length to this point, I submit that the organizational structure of the activities/union program should not be any real problem to write. For when the new college knows specifically why it is organizing a student activities/union program, it will also know how to build the needed organizational structure. The point being there is no best or ideal student activities/union organizational structure or model which will coincide with a given institution's needs, resources (material and human), environmental circumstances, etc. The models offered in this paper must be recognized as theoretical (not necessarily "ideal") and presented only to provide a guideline for similar organizational structures and constructive reflection.

Before presenting the three models plus one, I would like to share with you the contentions of a group of four-year college union directors regarding the functions of a well-developed student activities/union program. I include these because they express so well what we should try to do.

OUR CONTENTIONS *

Our contention is that a student activities program can be developed that will derive its standards and values from those found in the academic curriculum of the two-year college.

Our contention is that such a program will develop good leisure time habits that will carry over into a student's adult life.

Our contention is that such a program will develop a continuous, out-of-the-classroom educational process that will stimulate both the students and the faculty.

Our contention is that such a program will reinforce and enhance the principles, ideas, and methods learned in the classroom.

Our contention is that such a program will develop skills needed for graduating students to plan and execute a community program.

Our contention is that such a program will provide opportunity for creative expression through meaningful programs.

Our contention is that such a program will provide a common ground of interaction for all members of the college community.

Our contention is that an effective Student Activities program is the simplest and most efficient way of integrating for our students their total classroom experiences.

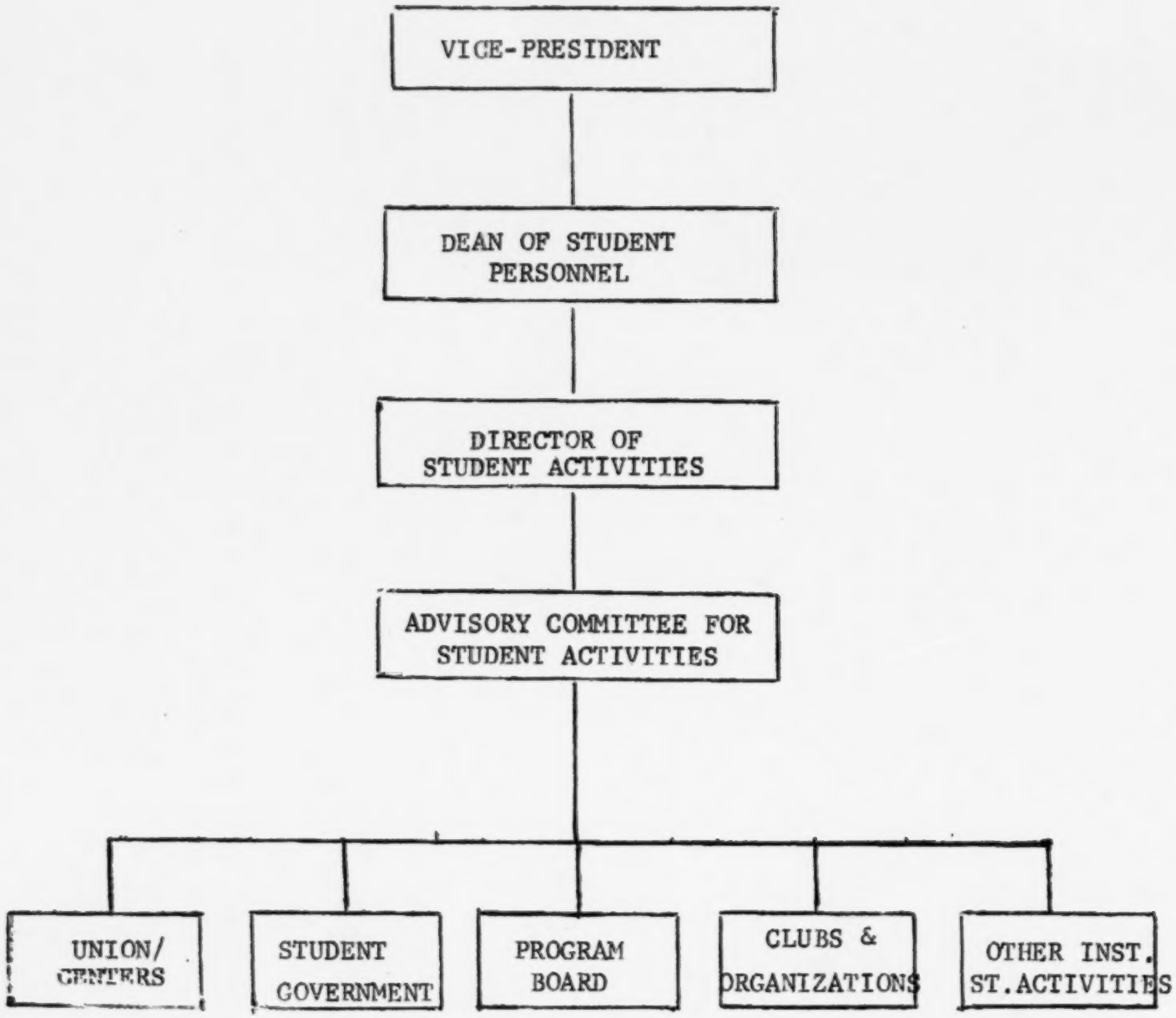
These contentions clearly establish Student Activities/Union programs as essential elements of the overall educational offerings of a collegiate institution. As such they might be expected to develop in much the same manner as many of the other educational offerings of the institution; viz., by building on the successful mastery of basic skills and processes, to those of a more complex nature.

The diagrams which follow are offered as suitable organizational structures for different colleges, as well as a long range developmental plan for a single institution. As charts they are expressly incomplete, lacking as they must, the specific philosophy and objectives underlying the functions they are designed to implement. However, the sequence in which they are presented is intended to show examples which span almost no student control to highly developed stages of student authority and responsibility. Each chart is intended to be used in keeping with a philosophy which affirms the educational relevance of a collegiate student activities/union program.

Administratively, each chart shows the chief student personnel administrator as the Dean of Student Personnel (responsible to a Vice-President). Obviously such titles are dictated by a given college's internal organization and structure and will change from college to college. However, I am not sure that a change of title should bring any change in the functions and lines of communication and responsibility presented in these models.

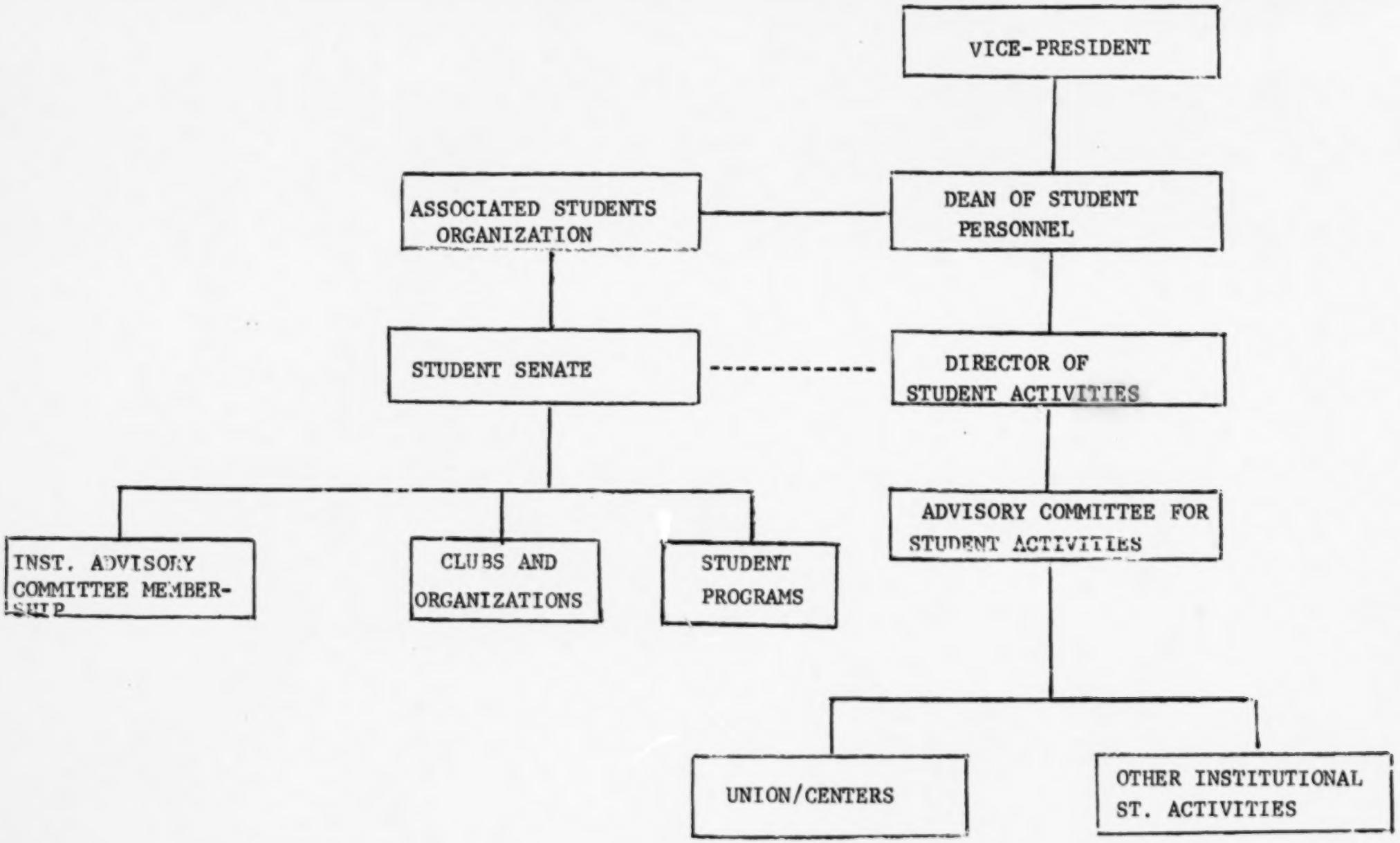
---

* Original copy supplied by Keith Briscoe, Director, Baldwin-Wallace College Union, one of the authors; this version a paraphrase by me.



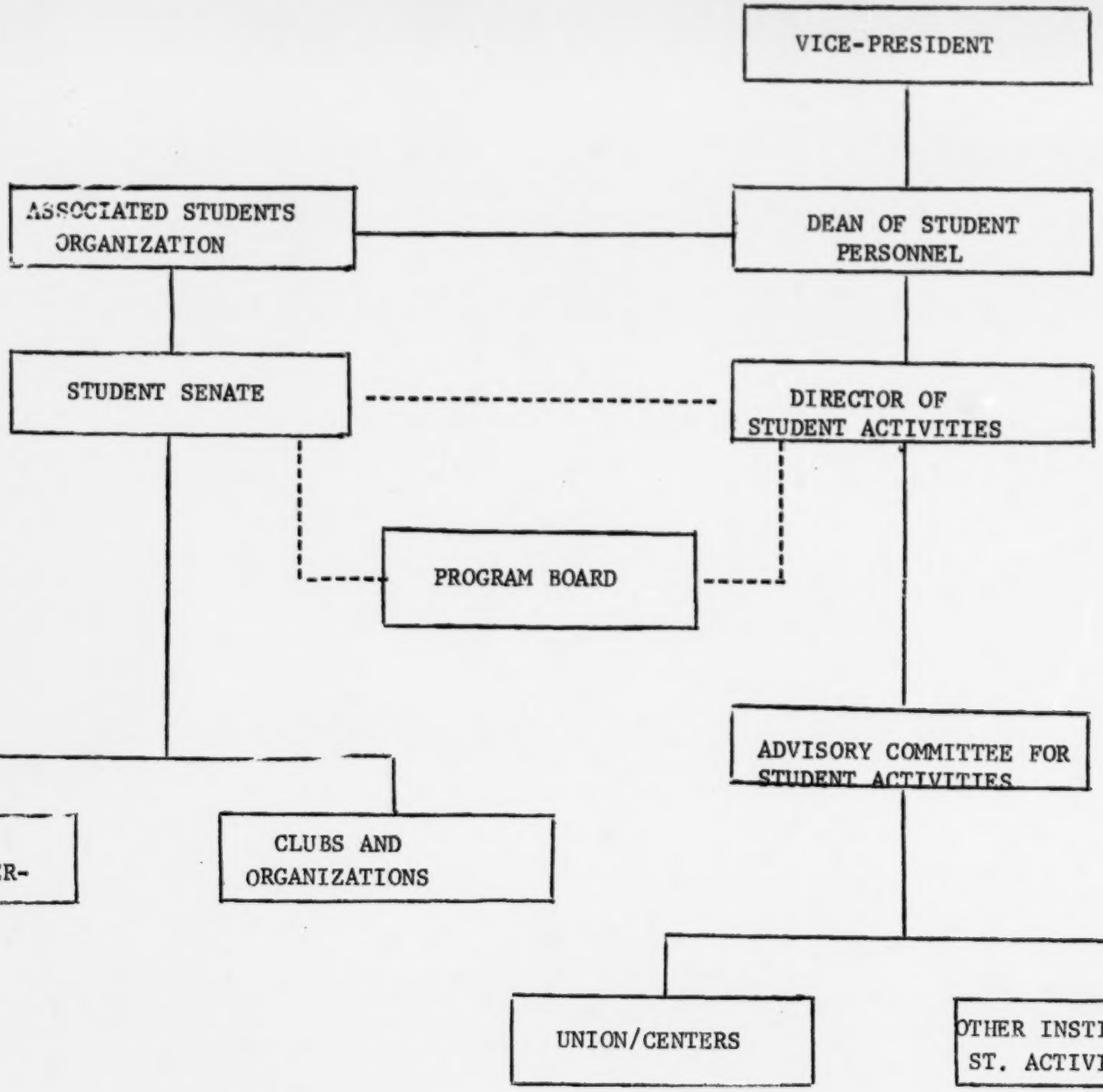
MODEL 1A

1969 Special Summer Course
for Two-Year Colleges
University of Minnesota

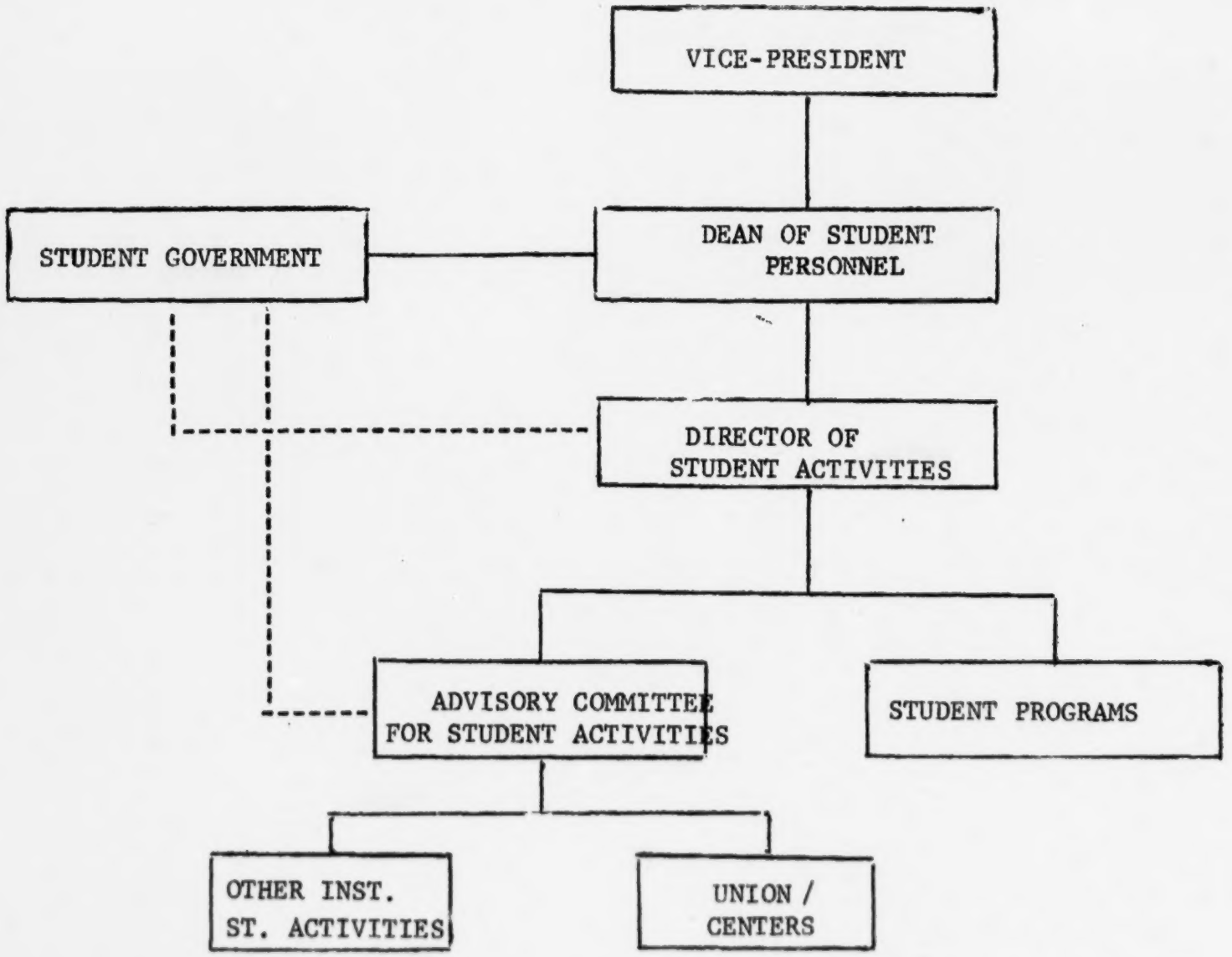


MODEL 2

1969 Special Summer Course
for Two-Year Colleges
University of Minnesota

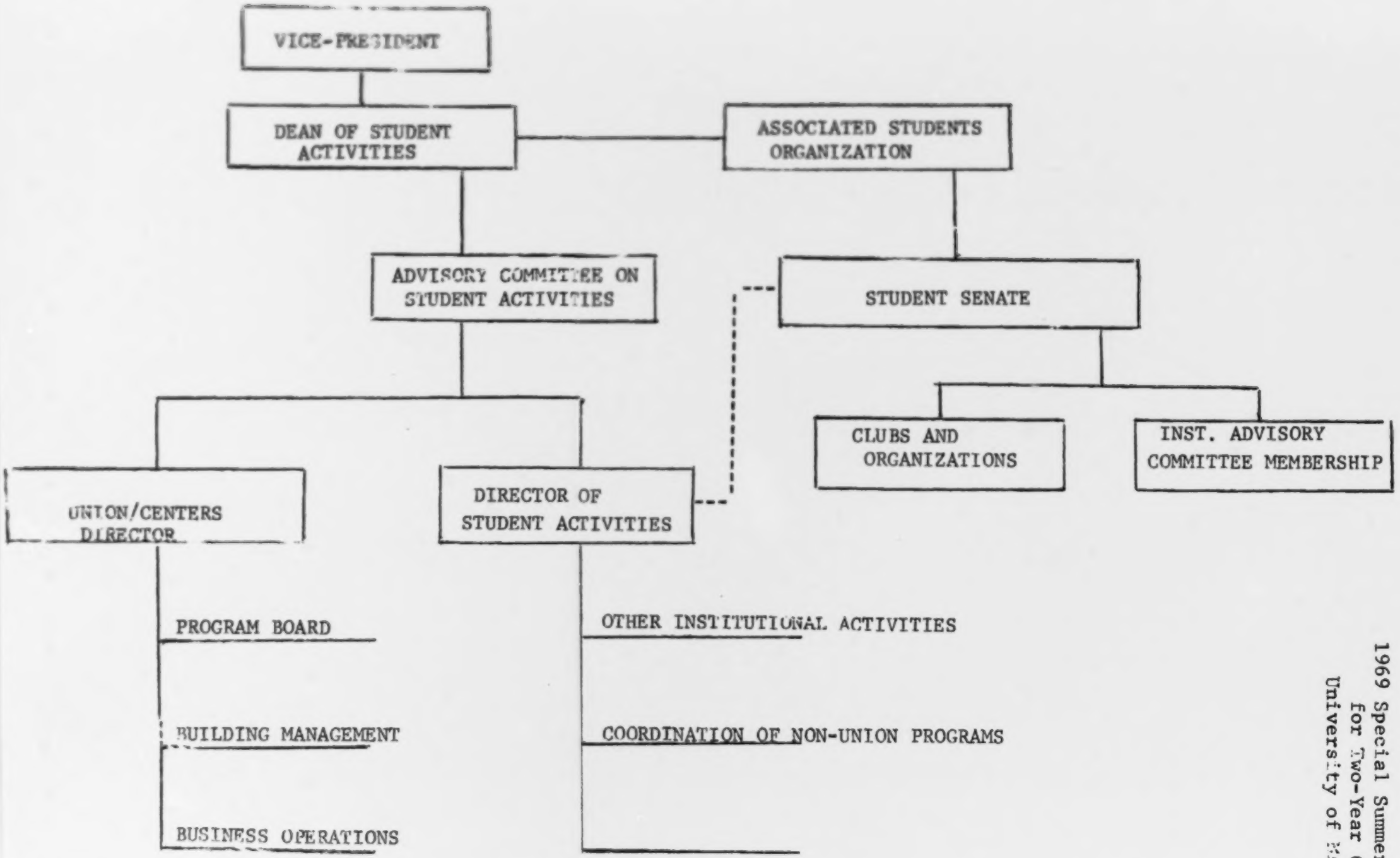


1969 Special Summer Cours
for Two-Year College
University of Minnesot



MODEL 1B

1969 Special Summer Course
for Two-Year Colleges
University of Minnesota



MODEL 4

1969 Special Summer Cours
for Two-Year College
University of Minnesot

The organizational models presented on the last five pages have been developed with a few common elements:

1. The Advisory Committee for Student Activities is a committee composed of students, faculty, and administration with each member holding full and equal voting privileges.

This committee is titled advisory because the models are designed with two-year public institutions in mind. In such institutions though laws vary from state to state, there are often regulations which institutional committees regardless of their keen insight and position are not at liberty to change.

Its function is to evaluate and recommend activities programs supported by student fees. The associated students organization thereby must request its budget through this committee also.

The committee is so structured to provide the students with one more than half the total number of members. The joint committee approach is offered because it allows for maximum representation of all sampus constituencies on this major institutional committee.

This committee also serves as an in service training program for those committee members who lack a background or appreciation for collegiate student activities/union programs. In so doing it tends to build an awareness on the part of the campus community which offers maximum growth potential.

Incidentally, I believe this should be the institutional practice regarding all major committees including eventually the Board of Trustees.

2. The Dean of Student Personnel Services or Vice President for Student Affairs is shown as having authority and responsibility over the whole program and more specifically the student government organization. If the Director of Student Activities and/or Union were shown in this position it would create an immediate conflict of responsibility, since he could hardly advise the governing and programming student bodies and then decide to reject their decisions.

3. The Director of Student Activities/Union is responsible throughout for those institutionally authorized activities programs not directly governed by the associated students organization or delegated to a faculty department with the exception of model 4 (e.g. athletics, drama, music, etc.).

This is simply to offer greater continuity to the total program and avoid unnecessary conflicts often generated by "empire" building.

4. The student government in all but one model (2) shows no real programming responsibilities. I believe a college

student government should be guided in its development as a legislative, executive, and perhaps, judicial organization representing the larger constituency, the college student body. As such it should not be encouraged to waste its time and talents in dealing with programming on a daily or weekly basis. Instead it should be learning along with the college, as both develop, what its actual spere of authority, responsibility, and influence is.

Actually, I am pessimistic about the traditional organization and operation(s) of college student governments and prefer to think that a new approach must be taken to the building of a student government which emphasizes the development of a responsible electorate.

An inviting alternative is already suggested in these models i.e., an advisory committee for student activities. However, it would have to be one with greater scope and influence and established concurrently with the full representation of students on all institutional committees.

5. Program development is shown as one of the more important responsibilities of the director of student activities/union. I believe it is the professional activities man who has to insure, as does the traditional academic faculty member, that the program will be offered and that it will contain those relevant educational opportunities which compliment the institutional philosophy and objectives.

6. Each model seems to fail to emphasize the union as a facility and thereby might suggest that this is not important. Nothing could be less intended. My primary concern has been to focus on program development which on most two-year college campuses preceeds the actual construction of facilities.

Another motive for the apparent "slight" is my attempt to deal realistically with the two-year college situation regarding facilities. I have encountered on numerous occasions an irrational fear of student activities/union personnel being responsible for the operation of buildings and services in addition to programming. Such fears seem to me generated by the failure of college administrations to understand the "What" and "Why" of student activities/union programs. If they did, they might readily recognize that facilities in part answer the question of "How."

I believe that if the college is unwilling to provide the director of student activities/union with the responsibility and authority for the building, it must definitely include him as a full voting member of any body (short of the Trustees) which will exercise such control.

Finally, I am inclined to think of the entire two-year college campus as the facility to be programmed by the student

activities/union office and not merely a restricted building or portion of one.

More basic than these models presented in this paper is how they can be implemented by a new institution or one which seeks to modify its present structure. I offer the follcwing outline to those institutions in the process of developing or reorganizing their student activities/union program(s):

1. Investigate philosophy and objectives of the institution and establish with these boundaries the functions of a student activities/union program.

2. Establish the extent of the program in its initial phase of development, always conscious of the ultimate goal.

3. Structure the student activities/union program to provide for the most efficient realization of its functions as determined by the philosophy and objectives of the institution.

4. Secure a professional activities person to administer the area (or choose a person with great potential and provide every opportunity for professional development).

5. Provide him with the necessary staff both professional and clerical.

6. Provide this staff with the necessary equipment and facilities and begin building with reasonable confidence of success.

7. Restrain those who would attempt to rival the larger four year college programs and facilities.

8. Recognize that there are certain variables on many two-year campuses which would make competition with the four year college unreasonable if not impossible, among them financial resources, student mobility, and community affiliations.

I would further recommend that initially the greatest effort be expended to develop a viable student government body. I am convinced that an articulate, responsive and informed representative government of the student body has the strongest potential (at least theoretically) for serving the best interest of the total educational community.

I am also convinced that many institutions make the human error of building ideal structures on paper while failing to recognize that effecting these normally requires considerable time and effort. Real programs are built over the years, not accomplished immediately.

This fact becomes educationally obvious when one considers student development in the normal classroom: hours of instruction, practice, research, study, etc. are required to acquire a simple skill necessary for future success in many academic curriculum.

I am finally convinced that an institution which has conscientiously established its activities/union development program will be cognizant of measureable success from year to year according to its own setting and desired outcomes.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 09 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

1969 Special Summer Course
for Two-Year Colleges
University of Minnesota

THREE MODELS FOR UNION/CENTER ORGANIZATION IN THE TWO-YEAR COLLEGE "AUXILIARY ENTERPRISES APPROACH"

Cliff Holt
Associate Director
Western Washington State College

Three years abo I attended the ACU-I National Conference and discovered in one of the two-year college sessions that I was the only person in a said college who held the title of Student Union Director. Most held the title of Program Advisor or Activities Advisor or Dean of Activities. However, after further discussion, I found that most people there were not responsible for all the various operations I was. Briefly, these operations are:

1. Administration of Student Union
2. Administration of Residence Halls
3. Co-ordination of Summer School Operation
4. Conference Co-ordination
5. Student Activity Advisor
6. Public Events Manager
7. Games Room Manager
8. Administration of Food Operation

The above categories usually not within the typical two-year college union director's realm are residence hall administration, conference co-ordination, and administration of food operation. However, I have found that if these operations do exist on your campus, it does make a logical tie-in for effective administration.

In a sense, I think one could best describe my operation as the "S.T.P. Special." You are probably wondering if I am going to discuss racing or describe a student union. As a matter of fact, I am going to discuss both and as we progress into the matter, I am sure you will see the similarities. I hope that Mr. Grannetelli will not mind my using his trademark to serve as examples and analogies throughout this discussion. And, I assure you that I do not have a "cut of the action" in promoting his products!

My "S.T.P. Special" has a bit different meaning from the famed trademark we see in the auto racing circles. Namely, it means "Several Titles Personified". And the "Special" stands for the college union director serving as specialists in many areas.

A small college union director does wear many hats or titles but he must be a specialist in all of these areas in order to be successful in his career. I reviewed the past three ACU-I Conference Proceedings which contained sessions relating to the operation of small college unions. A general comment I found in nearly all of the papers centered on the theme that a director in such an operation wears many hats and has to remain more of a generalist than a specialist. The idea that a small college union director is a "Jack of all trades and master of none" really does not ring true. From my experience as a small

college union director, I think it would be much more appropriate to classify this person as a specialist serving numerous areas.

The above thought does not mean that one is equally skilled in all areas of operation. The small union director or for that fact, any union director, will be more skilled in some areas as compared to others. The basic difference between administrating the large and small union is that the director of the large union may be able to effectively delegate to other staff some of the areas that he is not as well qualified in. The small college union director does not have this opportunity. Since it is usually a "one man staff" in most small operations, he must become that specialist serving many areas.

Even though you may be the "one man staff", this does not mean you will actually operate each area of responsibility. You must delegate just as any director does, regardless of the size of the operation. For the small union director, the question is to whom he will delegate parts of the operation. The available market for personnel in the small union operation is student help. Students will fill positions such as night manager, game room manager, waiter, custodian, desk attendant, dishroom, etc., etc. I think it would be safe to assume that in a small college the student union would be by far the largest employer of students.

Drawbacks? Yes, I would imagine we all could list pages of disadvantages when using student help. However, the cold, hard fact in any small union operation is you learn to live with the disadvantages of student help. And, you must continually attempt to develop the professional attitude in the student employee. Training workshops, objective job descriptions, operations manuals, staff meetings are typical methods the director must use to develop effective student employees. Instilling pride, upgrading the job, and exhibiting confidence in the employee are other methods the director will use to develop the professional attitude in the student.

All of the above mentioned methods take a great deal of your time. However, when the building is open more than 100 hours per week, you must rely upon the student employees to assume many of your duties in your absence. Therefore, the time spent in developing professional attitudes is well worth the effort.

In our operation, I have eleven student managers who are really the key personnel. These boys assume such duties as managing the game room, making room set-ups, operating the information center, checking the building, "bouncers" for a dance, and meeting the various publics we serve. Most of the fellows are second-year students. However, we do have a few freshmen. The position is one of the best jobs in the student union so we are highly selective. It is a "coat and tie" type job with a great deal of responsibility placed on the individual.

In our training workshops and throughout the year, emphasis is placed on the key role each manager performs while on duty. As a training device, it is illustrated to them what heppens to the operation if, for example, one fails to show up on time. We have a few "cardinal sins" which if committed result in automatic dismissal. One of these is that the student manager is responsible for

his shift no matter what the circumstances. In fact, I use the example in the training workshops that even if a manager is run over by a car, he should be propped up behind the desk if he is supposed to be on duty! If you are very emphatic and if need be, dismiss the first violator, I have found that the students will show up on time or provide a replacement. One of the common complaints concerning use of student labor is their tardiness or dependability. By illustrating to them the effects of the operation, instilling pride in position, plus the "hard-nose" policy of administration, I think you can be successful in utilizing student labor throughout the operation. Seemingly, these techniques have worked; for in two years I released only three of twenty-two managers due to incompetence.

Referring to the many titles which composed "S.T.P.", I have held each one of these in the administration of a small college union. We are somewhat unique as a two-year college to have residence halls on campus. These have been integrated into the student union operation through the dining program as the cafeteria for the boarding students is located in the student union.

I have found that although one may be stretched a bit thin being responsible for so many different areas, it is challenging and rewarding. You have the opportunity to experiment with new ideas in all of the areas. One of the comments students have made about our activities program is that it is similar to the "Laugh-In Program" in the sense that if you miss an activity you need not worry about it for another one will be coming right at you!

As a sidelight to this topic, I have found that my role as a program advisor is best performed as a "behind the scenes man". Students tend to let a program fail if they are confronted with too much bureaucratic "red tape" or the "busy work" details. I think I can best help them with their event by reducing as much as possible the unnecessary roadblocks. For example, when an organization wants to put on a dance they will select the band, the type of refreshments, the type of set-up, etc. However, most students do not have the time or enjoy having to contact each respective person representing the above mentioned areas. The student has said what he wants and my function is to get the performance contract and check ready, schedule the refreshments, schedule the student managers, and instruct them on the set-up and other arrangements. These things are "busy-work" details for the student which he does not enjoy doing or at best does at the last minute before the event.

Another general comment made in the conference proceedings relating to small college union operation was that most directors of said facilities do not wish to get very involved with the dining operation. Many stated that the food service should be a part of the business operation with the food personnel reporting to the business manager. I certainly do not agree with this philosophy. The food operation can offer you the opportunity to experiment with various programs, help you with your limited budget, and serve as one of the best public relation tools that you may have.

I think we would agree that the program advisor must continually be searching for new ideas or willing to explore with the students new types of programs.

Rarely does the program advisor think about the food operation as a possible avenue for events. Here are a few ideas to consider:

1. The "Sunday Jam Session" in the Snack Bar with pizza and coke.
2. The International Dining Events for the boarding student.
3. The Hawaiian Luau prepared completely by the students.
4. An evening of gracious dining to give students an opportunity to experience the customs of elegant restaurants.
5. The Cracker-Barrels, Pit Bar-B-Q's, etc.

Students are interested in the above mentioned activities. They enjoy festive meals and like to taste food from other countries. They like the opportunity to get into the kitchen and help prepare the food for that special event. They enjoy being sent an "R.S.V.P." invitation to attend an evening of very gracious dining which includes tossing a Caesar salad, carving the prime rib, and flaming the dessert before them. And, (believe it or not), many students have never really seen an old-fashioned western barbecue prepared. They will stay around all night to see you bring the beef out of the pit and take the sacks off!

A common complaint heard from the small college union director is "If we only had a larger budget like the big schools." My comment to his is, "Stop complaining about the limited budget and spend that valuable time developing ideas to improve the income side of the budget." A favorite comment made by my college president, "Bring ideas and solutions into this office, not problems!" You have the opportunity in a small college union food operation to generate new ideas that will produce additional income. If your campus is located in a small community, as is ours, you could very easily have the best facilities in your student union to accomodate banquets, conferences, parties, etc. Naturally, this type of business has to be continually promoted. A good catering and conference brochure, development of a good mailing list, excellent service, and of course, good food are all pieces of the puzzle.

We utilize the residence halls in the summer for conference business. The summer conferences have included weekend lodging for high school reunions, student religious retreats, Upward Bound project, law enforcement seminars, education conferences, high school cheerleaders, and University of Arizona football training camp. We schedule all types of local groups for banquets. In fact, last year we had the Winter Visitor Senior Citizen Ladies Bridge Club once per week for lunch and bridge all winter! This no doubt sounds very impressive to you. The club consisted of eight elderly women who had a bowl of soup, cottage cheese and a sandwich!! And, I asure you that yours truly never heard the end of it if I did not greet them and spend part of the lunch hour with them!!

On the other hand, an idea that did generate profit for the student union was the pre-game meals for the high school teams playing in town. Each high school coach received a brochure telling of our facilities plus a letter of invitation to stop by the college with the team. Included in the letter was a special pre-game menu so all the coach had to do was tell us the desired serving time, date, and number. He did not have to worry about food arrangements for we handled everything for him. Needless to say, on a Friday and Saturday night which are not good banquet nights for us, this type of business certainly helped justify labor costs and improved daily profits.

As a method of utilizing the food operation for public relation purposes, the ideas are unlimited. When that small college union director is worrying about his limited budget appearing before the president, he best have practiced some principles of public relations!! If the president and administrative staff can comfortably utilize the dining facilities to entertain guests of the college and have confidence in your ability to make it a pleasant experience, your chances for the budget passing are much better. The president usually wants a place where he can comfortably entertain and impress his guests. If you can do this through gracious dining, the favors will usually be returned to you. Your ideas such as suggesting that the president bring the local merchants or civic club presidents or community mayors to the campus for a catered event are usually well received. These are sometimes duties which go with the presidential position and may not be truly enjoyed but must be performed. If you can make this task easier for the president, again the favor will be returned.

Another form of public relations that I have found to be effective especially in small communities is to spend time each week with the local restaurant owners. By expanding the catering and conference business at the college, you may be taking away some of their business. Therefore, it is important to spend some time with these people. Illustrating to them ways of improving their operation through use of new products, convenience foods that you have tried, new equipment ideas are all topics which they appreciate. Also, informing them of important dates on the campus which will bring large numbers into the community will be appreciated by the restaurant owner. And, the little items such as buying him a drink now and then or sending complimentary tickets to your programs does not do any harm for your relations!

Indeed, the administration of a small college student union that I have described requires one to weary many "hats". My "hats" tend to have income producing overtones. We have combined many areas which normally may be within the business department into the student union or auxiliary enterprises. I think by now you can see the reasons for these combinations.

As I previously stated, the program ideas are virtually unlimited. You can experiment with programming in your dining operation; you can experiment with programming in the residence halls; you can experiment with programming ideas in the summer school operation.

Challenging? Yes!

Frustrating? Yes!

Tiring? Yes!

Rewarding? Indeed, yes!

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 09 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION